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ABSTRACT

A discussion is presented of a semester-long collaborative project in whole language at the college level. Eight preservice teachers, seven inservice teachers, a school principal, and a university instructor worked together in Friday afternoon seminars. This paper gives an overview of multiple theoretical foundations: learning theory, critical theory, and language theory to support the curriculum development of this university course in language arts methods and describes an inquiry methodology which parallels the curriculum development and data collection points which are also curriculum events. The document includes the course syllabus, calendar, and bibliography of background materials.
(Author)

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TEACHING AS INQUIRY: CONTEXTS THAT EMPOWER

Sharon Vincz Andrews

A paper presented to the
International Reading Association
New Orleans, Louisiana
May 4, 1989

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We are nearing a crossroads in our thinking about teaching and educational inquiry as the context and substance of reform. This study suggests that reform efforts in teacher education have been based on narrow conceptions of teaching, learning and inquiry which have limited our vision of the possibilities of schooling. One such narrow conception is an ahistorical perspective. Traditional practice and most reform projects are based on an unexamined cultural and historical perspective on teaching. A second narrow conception relates to learning theory. An associationist model of language teaching and learning dominates classroom practice and curriculum development. A third such narrow conception relates to the choice of inquiry mode for educational research. A single research paradigm limits our views of the possibilities for change in educational practice. For these reasons reform efforts in teacher education have been only marginally effective. This study was an effort at reconceptualizing the course structure and curriculum development of a language arts methods course for preservice teachers in elementary education. A school principal, seven inservice teachers, eight preservice teachers and a university instructor met weekly in a Friday afternoon seminar examining a variety of perspective on teaching and learning.

The conceptualization of this study represented alternative perspectives for the understanding of teacher education: a) a feminist perspective on the acknowledgement of and struggle with the larger social and cultural picture of teaching, b) a

semiotic view of language teaching and learning, and c) a model of collaborative inquiry which acknowledges the dynamic fluidity of teaching and learning as it is lived and reflected upon by those in a specific educational context.

This examination of issues proceeds from an interdisciplinary perspective, paralleling and integrating insights from critical theory, semiotics and language learning theory. One facet of this interdisciplinary view is the perspective of the language theorist. Looking at teacher education through this lens allows us to use the reflective role of language in learning as a metaphor for the reconceptualization of teacher education. Through language we make our knowledge public and are able to reflect upon and question our current beliefs. Because language is social, it demands a context which offers collaborative partnerships for learning. Just as language (oral and written) is learned through demonstration, collaboration, reflection, and voice, so our teaching practice and inquiry are shaped and informed by these same social learning transactions. These transactions, examined in light of a specific social and educational context, illuminate and extend our current theories of teacher education and give us new views of political awareness and empowerment.

History and Theory: Context and Perspective on Teacher Education

Educational reformers are writing volumes on the necessity for change in the way we educate our children and our future teachers. Those involved in the education of future teachers are currently searching for ways to improve the structure and content of teacher education programs. A number of influences are affecting the direction of that improvement, not the least of which is current public school reform. For example, school boards have developed programs and state legislatures have enacted laws to reform the teaching profession. Subsequent career ladders, merit pay, entry tests, certification and the like will serve to shape the curriculum as well as affect the emphases of teacher education programs at colleges and universities. Unless teacher educators make their voices heard, we are likely to continue down the road of the easily measured with increased assessment, tighter regulation, and top-down management borrowed from a patriarchal business and industry formula for increased productivity as our traveling companions. Or, we can pause and consider alternative routes.

Some groups, such as the Carnegie Task Force (1986) and the Holmes Group (1986) have taken a thoughtful and analytical look at future directions for the field of education. On the surface, their recommendations seem to point teaching and teacher education in a new direction--toward professionalism, increased

teacher autonomy and just compensation. However, while this rhetoric highlights a picture of reform, the implementation of the proposals is likely to keep us marching along toward increased bureaucratization and top-down control of the profession. Tom (1987) discusses an example of this. He cites the relationship between autonomy and accountability posed in the Carnegie Report.

Because autonomy is such a key element of professionalism and because it is mentioned so often in the Carnegie Report, making this attribute of professionalism contingent on achieving results is further evidence of the reservations the authors have about the capability of teachers (p. 509).

These reservations are evident in a quote from the report itself.

Giving teachers a greater voice in the decisions that affect the school will make teaching more attractive to good teachers who are already in our schools as well as people considering teaching as a career. However, policy makers are unlikely to give teachers more autonomy unless they are convinced that teachers have strong incentives to meet the goals set for students by the district and the state (p. 57).

In other words, teachers will have increased decision making in schools if they support and implement a curriculum which meets the goals set for students by the state. However, since these state goals are often specified, incremental skills, to be tested by instruments like the Indiana State Test of Educational Progress (ISTEP), the major curriculum decisions for the teacher will have already been made. Proliferation of such mandated testing instruments will continue to reduce the curricular decision making by teachers.

This narrow conception of teaching has served to limit our vision of the possibilities of schooling, both in the education of children and the teachers themselves. This downward spiral in which reform efforts nurture the status quo and the status quo informs the reform efforts can be broken only by broadening our perspective to encompass our culture and history. The marginally effective public school reform efforts are merely surface manifestations of deeper, more troubling social, cultural and historical trends. Those trends which have led to the current state of fermentation in the field are several: the feminization of teaching, the consistent effort to adapt educational inquiry to models developed for the hard sciences, and curriculum development and practice based on behaviorist (associationist) models of language and learning. The first and most pervasive factor relating to the maintenance of the profession as non-intellectual and non-autonomous is the feminization of teaching.

The Feminization of Teaching

In the mid-nineteenth century, teaching became defined as "women's work"--an extension of the labor of women in the home (Apple, 1983). This resulted in increased top-down management and a critical diminishing of the teacher's role in the educational process (Densmore, 1987). Because historically women have been regarded as second class citizens, the redefining of teaching as "women's work" has resulted in a lowering of the

status and remuneration of school teachers. Women's inferior status and lack of power in the workplace has left the field open to influx of masculine rhetoric and "reform." Industry's goals of efficiency, standardization, management and control have been imposed on schools.

This feminized and, therefore, controlled state of the profession and related accountability issues have contributed to "scientific," incremental teacher-proof curricula. Teacher education has adapted to this political climate and the conceptualization of teaching and teacher education continues to narrow into a non-intellectual, non-autonomous field characterized by "technique," "method," and the implementation of expertly designed curricula rather than by philosophy, theoretical stance, and in-house curricular decision-making. The second area which needs to be addressed if we are to make substantial reforms in teacher education is traditional educational inquiry.

Traditional Educational Inquiry: The Quest for Scientific Legitimacy

Our world views are deeply embedded in our culture. As Eisner (1984) and Patton (1978) tell us, we are socialized into our ways of knowing, into ways of conceptualizing what is important, legitimate, reasonable, and possible. These ways of knowing have been called paradigms. As educational researchers, we have spent a great deal of our short history immersed in a

particular paradigm. We, in the social sciences, are entrenched in a battle to legitimize ourselves in an inquiry methodology which has little to offer the practicing teacher or teacher educator. Lanier and Little (1986) seem to agree. In the second edition of the Handbook of Research on Teaching, they write,

There are . . . a plethora of studies demonstrating that teachers can learn all sorts of things when formally taught. Emanating from an apparently defensive posture, numerous studies show that teacher education can make a significant short-term difference. Many researchers have administered pre and post instructional measures of knowledge and attitude in search of some selected change, following one or another instructional treatment. They find that prospective and practicing teachers can indeed "learn new tricks," and master all sorts of subject matter knowledge and skills of the trade. . . . [However], it is hardly informative to learn that models and modeling (even if called supervising teachers or demonstrating teachers) make a difference and that corrective feedback (even if referred to as coaching) enhances learning. . . (p. 528).

They refer to a number of other experimental and quasi-experimental studies and dismiss them as somewhat unconvincing in light of the chronic problems in teacher education. However, these types of studies dominate teacher education research.

More recently, many have begun to ask themselves, "What is the role of research in teacher education?" Is it to identify salient clusters of teacher behaviors, analyze their consequences and design interventions? Or is it to examine the contexts of lived-through classroom experience and the mutual influences of all participants on learning and teaching? Perhaps these are not mutually exclusive goals, but there is evidence to suggest that

research in teacher education has assumed the first of these roles almost exclusively in the past eighty years (Lanier and Little, 1986; Eisner, 1984) and that teacher education has changed very little in the past one hundred years (Cuban, 1986, 1988).

Lortie's classic study, Schoolteacher, should have alerted the field to the need for change in teacher education but such research has apparently had little impact on curriculum in teacher education. According to Lanier and Little (1986), curriculum in most teacher education programs still reinforces conservative, intellectually dependent attitudes in pre- and inservice teachers and the development of skills and techniques for management over issues of intellectual autonomy and development of theoretical stance. However, a few researchers doing descriptive and ethnographic studies in the area of field experience are helping us to understand why these intellectually dependent attitudes persist. Feiman-Nemser & Buchanan (1983), J. Goodman (1985, 1986), Griffin (1982) and Zeichner & Tabachnick (1982), and others have shown that there is a definite emphasis in teacher education on **how** things are done in classroom, almost to the exclusion of **why**.

Those "how" issues of control, management and measurement lend themselves to the dominant research paradigm. The "why" issues of theory, intellectual development, development of learning environments in schools must be addressed by attempts to reconceptualize teacher education and the inquiry that supports

it. The third area which must be addressed in our efforts to reform teacher education is learning theory.

Behaviorist Models of Learning and Language

Although Gestalt, Freudian, and Piagetian theories have had impact on educational psychology and therefore, on teacher education in the twentieth century, it is behaviorism which has had the most pervasive influence on teacher education and classroom practice. The principles of association, repetition, stimulus-response and the resulting task analysis, behavioral objectives and incremental, hierarchical ordering of the curriculum are evident in classroom practice and textbooks from primary to graduate school.

The behaviorist revolution that swept over American psychology in the 1900s was refined and enlarged by the late '30s and '40s. Psychology was redefined as the science of behavior rather than the science of consciousness. Woodring (1975) writes,

To many educational psychologists it seemed to follow that the teacher's job is not to help the child enhance his understanding, improve his insight, or increase his knowledge--since these are vague and "mentalistic" terms not easily reduced to behavior--but rather to teach him to behave in certain ways (p. 14).

The behaviorist's goal is to manage the learning environment such that desirable behaviors are reinforced. Controlled, repetitious practice is rewarded or punished as learners move through tasks which have been analyzed and broken into small incremental units. Immediate feedback provides correction to

students who are viewed as passive recipients of knowledge. Such learning theory, premised on predictable responses to isolated tasks, ignores individual differences in students and the pragmatic context of any learning event. In Heine's (1988) words,

Learning is reduced to a closed system of reaction that does not allow for bursts of insight or intuitive leaps. . . (p.24) A theory of learning must account for just that--learning--not just the mastery of a prior objectives but the process by which we make sense of our world (p. 29).

It is not my argument that behaviorist orientations produce no learning. My argument is twofold. The first is that the field of education has been slow to acknowledge and implement the recent work of psychologists, sociologists, anthropologists, linguists, semioticians, and critical theorists. We have not taken the opportunities that their work offers for rethinking language learning, teaching and teacher education. Instead, we have depended for insight on educational psychologists attempting to emulate hard science. The second part of my argument is that behavioristic learning theory supports competency-based teacher education which in turn leads to passive, non-critical thinkers in the classroom.

The educational theory we subscribe to, whether narrow and behavioristic or broad and interdisciplinary, determines the environment we plan, the curriculum structures we value, and the criteria we use to evaluate learning. An interdisciplinary approach offered the opportunity for change as it expands the

available view and allows us to examine and reflect on our beliefs about language, learning, teaching, and the social and political climate for schooling with fresh eyes. Current language theory, in conjunction with the fields of semiotics (the interpretation of signs and the process through which both children and adults make sense of their world) and critical theory (a critique of educational practice based on historical and cultural trends) offered a powerful lens for reconceptualizing what it means to learn and to teach. Add to that already rich focus, the emerging collaborative research paradigm, and the possibilities for exciting curriculum change and emancipatory education unfolded.

THE PROJECT: A CURRICULAR FOCUS

Course description: A Curricular Framework

The course syllabus (Appendix A) shows the reader the initial explanation of the course intent given to participants in the first seminar. At Indiana University, E339 (Language Arts Methods), the course which was the focus of this study, is part of a cluster of methods courses for preservice teachers. The other courses are E340 (Reading Methods) and M311 (General Issues). Theoretically and practically "Language Arts Methods" and "Reading Methods" are not separate content areas with separate skills to be mastered in theory and applied in practice. Reading is one of the "language arts" or "sign

systems" in a larger communication system which constitutes our transactional learning in the world.

Authentic Reading and Writing: The Authoring Cycle. The authoring cycle (Appendix A, p.2) as a curriculum framework provided a forum for the sharing of personal experiences and a context for discussion and demonstration of an alternative curricular model for elementary school classrooms. We began with literature circles--the reading and sharing of ideas on particular books chosen for the common denominator of family experiences. I had experienced an authoring cycle previously in a summer course. It was powerful in terms of the bonds developed between the paired adults in the shared oral reading of good literature and in the evoking of family memories and the committing of these stories to writing. The authoring cycle framework helped to create a trusting, caring collaborative context. In this new setting we discussed the two books we had read and jotted down possible family story ideas from our own experiences. We returned the following week with rough drafts of family stories. In small groups (author's circles), we shared our stories, asking for comments and suggestions. Within the next few weeks, other small group meetings for "author's circles" and "editor's tables" led to the publishing of the group collection of our family stories.

The writing and sharing of events and memories so personal and meaningful to the individuals in the group helped to forge

and shape the collaborative spirit of the group and provided demonstrations for pre- and inservice teachers who were attempting to implement seminar curriculum in their own classrooms. The structure of the seminar classes as shaped by the authoring cycle contributed to a bridging of the gap between methods courses and the real world of teaching.

Curriculum Structure: Bridging the Gap and Professionalizing Field Experience. Traditionally, preservice teachers are assigned virtually at random to teachers who often are "required" by their principals to take field experience students. These experiences are often less than rewarding for all involved. A number of factors contribute to these poor field experiences: a mismatch of teaching and learning styles or philosophies, lack of time for discussion of goals and strategies, lack of interest in or opportunity for building a good relationship between inservice and preservice teachers, and little obvious relationship between the methods and theoretical stance of the inservice teacher in the field experience classroom and the methods and stance espoused in the corequisite methods courses. Additionally and perhaps most importantly, the traditional "teacher" and "learner" modes are often left intact and undisturbed. The inservice teacher is viewed as expert knowledge dispenser and the preservice teacher is perceived as the novice, a passive recipient of knowledge. These views inhibit learning for the preservice teacher and inhibit change

for the inservice teachers. Knowledge of "how to teach" becomes static and curriculum becomes primed for the influx of programs which define, outline, and parcel out increments of knowledge to "expert/manager" teachers.

The seminar structure provided a context in which many of these issues addressed. To begin with, the entire project was voluntary for both inservice and preservice teachers. Second, at the end of the first three hour seminar, the inservice/preservice pairs matched themselves for the field experience portion of the semester. Third, time was provided for "one-on-one" teacher chats throughout the semester. Fourth, the methods and philosophies espoused in the seminar were discussed and dissected by the entire group, with many of the teachers implementing some portion of the demonstrated curriculum structure and methods in their classrooms. Finally, a number of curriculum strands, such as pen pal projects, literature circles, and classroom research projects, helped to bridge the gap between methods courses and the "real world" of teaching, thereby professionalizing the field experience.

THE PROJECT: FOCUS ON INQUIRY

Teaching-as-Inquiry: Research for the Practitioner

As researchers become interested in the process of change, their research models must move toward the emerging paradigm of collaborative research. The collaborative researcher seeks to promote and utilize social learning relationships within the

collaborative groups, to provide opportunities for all voices to be heard, and to break down constraining barriers and roles which define us as either learner or teacher, neophyte or expert, theorist or practitioner. Short (1986) states,

Collaborative research is an intertextual experience where the texts of each of the collaborators become interwoven. Collaboration is thus a constructed reality where the individual views of reality held by the different collaborators become intertextualized in such a way that goes beyond the individual realities (p. 36).

What are the implications of socially constructed knowledge for methodology? As Heine writes,

The decision to engage in collaborative research is a theoretical decision which reflects a set of beliefs about learning and the nature of knowledge. These beliefs provide a theoretical framework by which to judge the appropriateness of specific procedures within collaborative research. Methodological decisions are made on the basis of this theory and such pragmatic issues as: who is involved, what type of data is available, what question is being asked, what we already know, and what course of action makes sense to participants (p. 108).

In order to engage in teaching as inquiry the instructor/researcher must plan for contexts in which social learning relationships are maximized and role boundaries minimized. While all aspects of the role boundaries and responsibilities of instructors in university settings cannot be eliminated, the invitation to negotiate curricular events can be shared with all participants.

Role of research in teacher education. I have taken the stance that the role of research is to inform practice by being that

practice: Teaching as inquiry. When teacher educators begin to examine their own teaching and the learning contexts they develop, then the inquiry in which they are engaged becomes the teaching and the teaching the inquiry. Reform in research practice and reform in teacher education will go hand in hand as actual teaching becomes not only the focus of inquiry, but the inquiry itself. The inquiry methods become the curriculum structures and vice versa. Figure 1 shows the interweaving of the curricular strands discussed earlier and the research strands which propelled and documented the project.

Purpose. The purpose of this study was to explore and describe the context and negotiated curriculum of a language arts methods class in elementary education. Further, the study attempted to trace the theoretical development of the thinking of preservice teachers in regard to the teaching and learning of language arts. Additionally, the study examined the development of political awareness of preservice teachers in school settings. Finally, the study focused on the power of the relationships which developed between preservice and inservice teachers as they became research partners in the classroom.

Findings. Because of my strong belief that teachers must develop a theoretical stance on the learning and teaching of language, I set out to collect and examine data in this area. A number of other themes emerged during the course of the research. Among the most interesting of these were the generative nature of

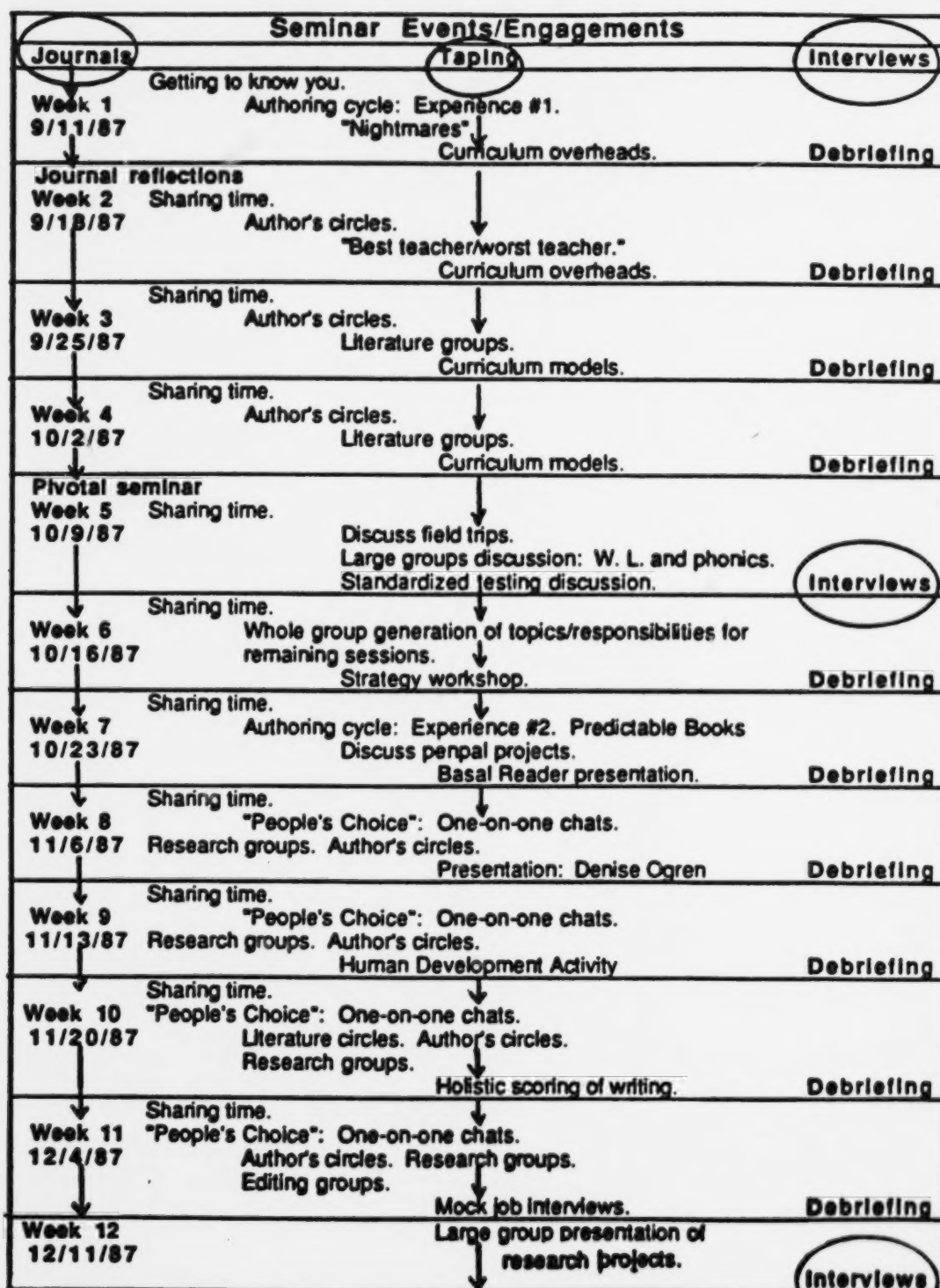


Figure 1. Calendar of major seminar events and engagements.

the relationships formed between the preservice and inservice partners and the development of political awareness. From the analysis of the data, from journals, interviews, and audio and video tapes, I was able to explore these themes as they were played out in the interactions between these partners.

Method. Research methods should be selected not on the basis of their status in the field but on their "fit" with the focus of the study (Lincoln & Guba, 1985). Because the focus of the study was to investigate a teaching and learning context in addition to political development and theoretical awareness, the research methodology had to allow for the natural unfoldment of the research questions and themes. I joined with my collaborators in looking at our study group from multiple stances and thoroughly to describe, interpret, and construct the knowledge which ultimately formed the enacted curriculum and the dissertation itself. The general framework of data collection, analysis, and development of grounded theory developed by Glaser & Strauss (1967) provided the methodological mechanics of this study. Early on, data from transcripts, journals and interviews was unitized, categorized and recategorized in the search for patterns and themes to pursue in subsequent analysis.

Additionally, some group members evaluated our work in light of the larger social and political climate of schooling. Such research perspectives as these require a methodology as is now emerging in emancipatory (Lather, 1986), educative (Boru, Gitlin

& Siegel, 1988) and collaborative research (Short, 1986). The research methods that are developing in this mode of inquiry are characterized by reciprocity and negotiation. For example, participants were invited to help analyze data and to respond to and negotiate this written document.

Data Collection. Data collection procedures reflected the pragmatic issues of being a teacher and researcher. Much audio and video taping of classroom interactions and interviews was necessary because I was an active participant in the research context. These artifacts of research were not viewed solely as static data collection devices but as dynamic opportunities for reflection on the teaching and learning process. Data collection, analysis, research findings, reporting were constructed as much as possible by a number of the participants and not just the primary researcher. However, because of the nature of this project and document as dissertation artifacts, the responsibility for the major part of the analysis and reporting remained with me, the primary researcher.

Engagements: Data Collection points

 ENGAGEMENTS: Teaching as Inquiry

LEARNING	RESEARCH	TEACHING/CURRICULUM
1. reflexivity	journals	negotiated input
2. anomalies	viewing tapes	part of curric.
3. artifacts	debriefing/interviews	provided curric. data
4. critique	journals/interviews	new directions values/agenda

Being reflexive: journal writing, interviewing, debriefing.
 Reflexivity--the looking back at our thinking and learning
 critically was a powerful learning mode in this setting.
 Curricular structures such as journals and interviews and
 debriefing sessions for the primary researcher enabled all to see
 ourselves and knowledge generators rather than passive receivers
 of information.

Responding to artifacts: class discussions, literature circles,
 author's circles. Artifacts are any spoken or written thoughts

which provide for reflexivity. We were able to compare our movements in thinking and how our beliefs systems changed.

Confronting anomalies: viewing tapes, pursuing questions, curricular experimentation. As we engaged in reflexivity and circled back to previous developed artifacts, we often confronted anomalies which pushed our thinking even further.

Critique: disagreement based upon strongly held values or beliefs, "debate," inquiry. As anomalies were confronted our thinking was redefined. This redefining resulted in critique of our own and others beliefs and practice. Debate and discussion led to inquiry as we pursued our questions.

The learning modes or events were recorded in some way. The data collection occurred within the framework of the curriculum and was used to modify the curriculum and to trace to development of various themes. Thus teaching-as- inquiry acknowledges that both teaching and learning are predicated on inquiry--not only the "larger" inquiry of the instructor/researcher but also the daily curiosity of all learners and teachers in the setting.

Reporting: Vertical and horizontal slices of the data

A. Vertical : I asked each group member who the interesting pairs of pre- and inservice teachers were. From there I began to look at the files of data on those pairs and traces salient themes for them. Three pairs--six themes pieces-- resulted.

Linda and Kim reflected theoretical development. Stefanie and Trish: building relationships/articulating theory. Joy and Eric: Politics and risktaking.

B. Horizontal: I analyzed the data across the themes pieces and sorted all data according to how language was used to learn.

This resulted in a set of **Tenets** concerning the role of language in learning the major categories.

Voice: Language as a Tool for Defining

Ourselves in the Group

1. Language allows us to develop voice and define ourselves within the group.
2. Language allows us to overcome silence and enter the dialogue.
3. Language allows us to maintain voice through nurturance and critique.
4. Language allows us to articulate our beliefs and to become empowered.

Communing: Language as a Tool for

Creating Environments

5. Language allows us to create our learning environments by establishing common ground.
6. Language allows us to create our learning environments by highlighting uniqueness.

Language as a Tool for Inquiry:

Active Questioning

7. The inquiry which language allows helps us to set ourselves in motion.

8. The inquiry which language allows helps us to propel ourselves into the future.

Language as a Tool for Reflexivity:

Creating Artifacts

9. The reflexivity which language allows helps us to gain historical perspective.

10. The reflexivity which language allows helps us to make connections, to be publicly metacognitive.

11. The reflexivity which language allows helps us to frame and reframe our experiences, thereby becoming instruments for our own and other's learning.

Implications for Teacher Education

This paper has briefly described the need for empowering contexts in teacher education and one such example from the field. The qualities and conditions of empowering contexts--reflexivity, inquiry, low risk environments, and development of voice--are major components of a framework for learning and therefore should be major components of curriculum. Empowering contexts for teacher education are learning contexts in the truest sense. They are contexts in which learning is demonstrated and voice is developed through reflexivity and inquiry.

Building reflexivity into the curriculum demonstrates their own learning process to preservice teachers. We need to provide curriculum invitations which support the sharing of ourselves and the circling back which creates new texts and artifacts.

Education students should not be able to say a one student did,

So much more was expected of me in the seminar (this research project). It made me go home and think about so many things that I probably would have closed my eyes to. You can definitely avoid thinking about things in a regular classroom setting... for the most part you don't have to take too many risks. You're always in settings where you are protected. Education is definitely the safest area I've ever been in--you don't have to expose yourself at all. You can go slow or keep quiet in the background. Or you can really say your opinion--it's as safe as you want it to be. It was much riskier in the seminar and it made me riskier in my other classes.

Contexts that empower are those which support inquiry in teacher education classes. Students must pursue questions, develop curiosity. In this way they will take responsibility for their own learning and become active thinkers and doers.

Contexts that empower of those which create supportive tension. Environments must be low-risk and at the same time they must highlight the problematic nature of knowledge and the negotiating of many diverse agendas.

Contexts that empower are those in which the instructors are educational researchers in their own classrooms. And those

researchers should be the best teachers, if their research is indeed informing their practice.

Contexts that empower are those in which teaching is viewed as inquiry means--research questions become curriculum questions and vice versa.

Contexts that empower are those in which all voices are heard and the curriculum structures which evolve reflect multiple perspectives.

Suggestions for Further Research

1. Voice and empowerment in the college classroom: the instructor's role, the student's role.
2. Supporting creative tension: conflict in a feminine field. What is the transaction between conflict and safety in a low risk environment?
3. The authoring cycle as a curricular framework in college classrooms.
4. Studies which investigate long term relationships between university faculty, inservice, preservice teachers and administration.
5. Studies which support administrators in their attempts to become more active learners in their school settings.

6. Studies which support and investigate university faculty in their rethinking of their roles as guides and facilitators rather than transmitters of bodies of knowledge.

Appendix A. Course Syllabus.

E339**Syllabus****Research Seminar****Fall, 1987****Sharon Andrews (O) 335-7167 (H) 339-4464****Terry McDaniel (O) 829-2253****Time: Fridays, 12:15 - 3pm****Location: Spencer Elementary School****Course Title: Methods of Teaching Elementary Language Arts****COURSE INTENT:**

E339 is part of a cluster of methods courses for preservice teachers. The other courses are E340 (Reading Methods) and E311 (General Issues). Theoretically and practically "Language Arts" and "Reading" are not separate content areas with separate skills to be mastered in theory and applied in practice. Reading is one of the "language arts" and much of what we will do as students of "language arts" methods will seem to overlap with "reading methods." For the sake of order and to comply with mandated course divisions, the instructors have divided course topics which overlap, though some redundancy remains.

Those of you who have joined this E339 research seminar have by now realized some of the intent of this particular section of E339. To reiterate course intents, this seminar will provide a forum in which we can:

1. investigate, discuss, and respond to current language arts teaching and materials in the field.
2. develop as decision-makers on the basis of our reading, writing, and researching in language teaching and learning through the curricular framework of the authoring cycle.
3. collaborate on one or two aspects of ours' or someone else's current language arts curriculum which we wish to develop, investigate, or improve.

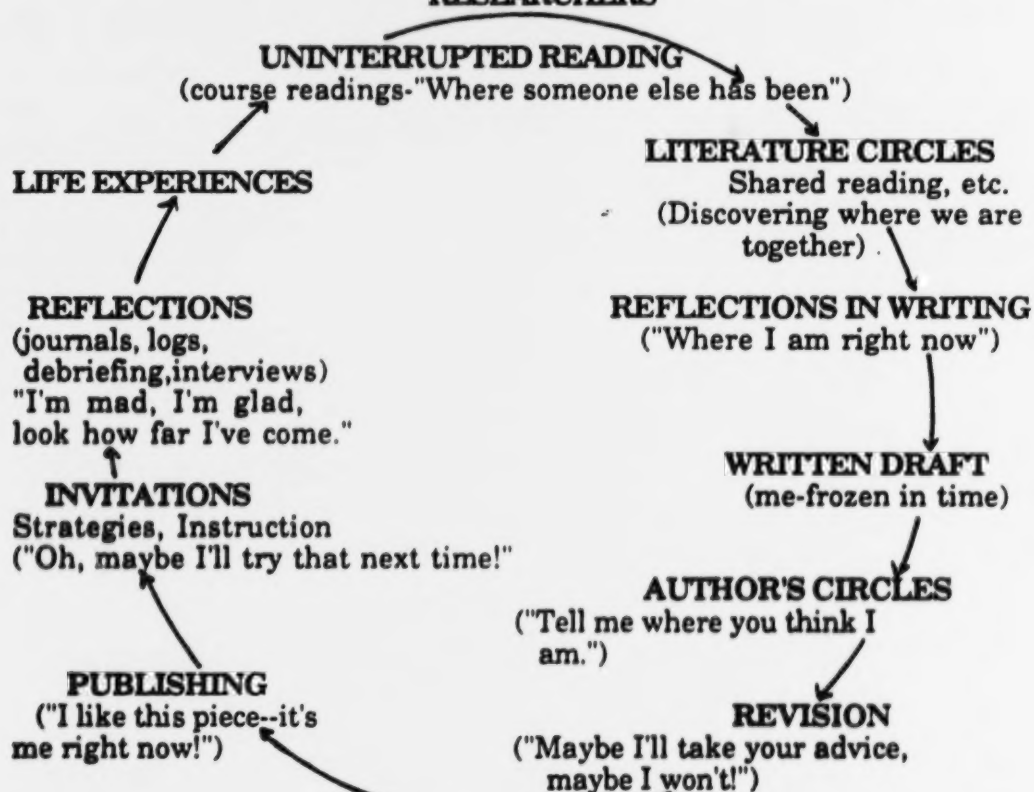
TEXTS

Newman, J. (1986) Whole language. Portsmouth, NH: Heinemann.

Graves, D., Hansen, J. and Newkirk, T. (1984). Breaking Ground: Teachers Relate Reading and Writing in the Classroom. Portsmouth, NH: Heinemann.

These texts are written, for the most part, by classroom teachers who have tried to make changes, become teacher/researchers, and develop as decision-makers. We won't necessarily agree with everything they say. That's OKAY! What we will see is a collection of written artifacts which provide us with some teachers' thoughtful looks at what they are trying to do in the classroom--demonstrations of how their thinking and practice have changed. For teachers who do not want to buy the texts, some extras will be available to borrow.

A CURRICULUM ORGANIZATION FOR LANGUAGE ARTS RESEARCHERS



(S. Andrews, 1987, adapted from C. Burke, 1987)

The authoring cycle as presented above provides a curricular

framework which supports critical thinking, decision-making and the development of theoretical stance through collaboration. It also provides a curriculum organization against which we can compare other types of curricular organization for the language arts. The cycle above may appear to be linear, however the context of the class meeting and the type of engagements will determine the actual areas of the cycle we focus on.

TENTATIVE SEMINAR SCHEDULE

12:15 - Sharing--new books, quotes, experiences, etc.

1:30 - 1:00 - literature circles

1:00 - 2:00 - demonstrations/instruction
reflections

2:00 - 2:40 - strategies/invitations/author's circles

2:40 - 3:00 - reflections

post 3:00 - library checkout, conferences, etc.

PROJECTS

Handouts and discussion of projects will follow in early class sessions.

1. Develop a personal "3R's Notebook"--Resources, Research, and Reflections. Outline for possible organization of the notebooks will be handed out in class.
2. Collaborate on action research projects. Preservice and inservice teachers will co-author an article based on their research.
3. Pen pal projects - weekly letter exchange with second graders and one page summary at end of course (handout/discussion later in semester).
4. Participate in dialogue journals between preservice and inservice teachers.

5. Participate in walking journals.
6. For undergrads: "Reflections on Pre-school Observations" paper.
7. Develop one strategy in the language arts and use it in your field experience classroom--handout and explanation will follow later in the semester.

GRADING (for those taking the course for credit)

Preservice teachers will receive grades based on attendance and participation and final documents. From the instructors' point of view, grades will not be emphasized. We are interested in the personal growth of the students based on their needs and interests at this time. However, because this is a university course as well as a research project, grades will be given to the undergraduates and any teachers taking the seminar for Masters' credit. Grades will be given only on final documents. The guidelines for final documents will be handed later in the semester and should NOT be referred to for early drafts. Use of editor's circles and in and out-of-class conference times with the instructors is encouraged prior to submission of final drafts. You may do one re-write per final draft within a week's time of receiving your graded paper.

ATTENDANCE POLICY

In two words: be here. The rationale is fairly simple. If you aren't here, we can't learn from you and you can't learn from us. Every person involved in this seminar has unique experience to offer and unique responses to the readings and activities which comprise this curriculum. We need each other! Be here!

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In order for literature circles and and discussion groups to function in relationship to other areas of the curriculum, it is important that readings and associated activities be done prior to class meetings. When author's and editor's circles are available, it's important that you have a working draft ready to share in order to benefit from the curriculum cycle we have set up.

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